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ABSTRACT

This study examined the effectiveness of a marketing plan designed to raise leadership awareness and support for adding four critical services to targeted early childhood programs: (1) childcare for children younger than 18 months; (2) extended hours to meet the needs of working parents; (3) 52 weeks of services each year; and (4) affordable tuition. These program services were offered by a recently closed program, leaving several families without appropriate child care. The strategy was to market these program aspects to four neighboring programs and the funding agency which promised assistance in finding comparable early childhood situations for the families needing the services. The tools used included a written marketing plan detailing student and parent needs and an advertising flyer. Volunteer parents assisted in implementing the marketing plan. Results indicated that the leadership's responses from the targeted programs was favorable. Two programs offered to alter their calendar and hours to operate year-round and with extended hours. One program offered a substantial tuition reduction by creating a new family "track." All the programs offered to extend their program to include some of the new components. Volunteer parents communicated with community leadership at many levels. The majority of parents found suitable placements for their children after the closure of their program. Appendices include samples of the marketing tools and results of some of the strategies implemented. (Contains 31 references.) (KDFB)

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Designing and Implementing a Marketing Plan to Preserve Early Childhood Services Needed by Full-Time Working Families

by Judith Rose

Cohort 69

A Practicum Report Presented to the

Master's Program in Child Care, Youth Care, and Family Support

in Partial Fulfillment of the Requirements

for the Degree of Master of Science

Nova Southeastern University

1996

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

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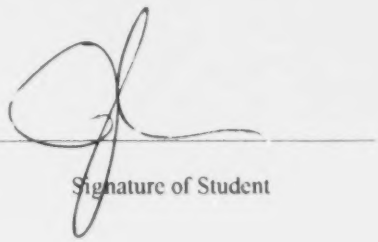

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Abstract

Designing and Implementing a Marketing Plan to Preserve 4 Early Childhood Services Needed by Full-Time Working Families. Rose, Judith , 1996. Practicum Report, Nova Southeastern University, Master's Program in Life Span Care and Administration. Descriptors: Early Childhood Education/Early Childhood Education Fundraising/Early Childhood Program Marketing/Marketing/Marketing Strategies/Leadership/Volunteer Leadership/PTA/ Educational Finance/Child Development/Community Service Agencies.

Due mainly to poor marketing, when a decision was made to close a local early childhood program which serves mainly full-time working families, it was not known that the program offered 4 unduplicated services needed by the families. This created a crisis situation for the funding agency which decided to close the program, 4 other programs which agreed to enroll the children, and the parents of the children who now had nowhere comparable to enroll their children.

The author designed and implemented a marketing plan which was designed to raise leadership awareness and support for adding these specific aspects. The strategy employed was to market 4 critical, unduplicated aspects of the program to 4 neighboring early childhood programs and the funding agency which promised assistance in finding comparable early childhood situations for the families.

The tools used included: a written marketing plan which detailed the student body and parent needs; an advertising flyer used as an easy-to-follow script; and photographs of an infant and a nursery class student used to document their extended daily life at the center. The leadership and communications skill of volunteer parents was tapped as a part of the process.

The responses of the leadership from the institutions was favorable. The information

provided caused 2 of the institutions to offer to alter their calendars and hours for the next term to operate year-round and with extended hours if needed. One of the programs offered a substantial tuition reduction by creating a new family "track". All of the institutions offered to extend their programs to include some of the unique aspects of the program. Appendices include samples of the marketing tools developed and the results of some of the strategies employed.

Table of Contents

Chapter

I Introduction and Background 7

The Setting in Which the Problem Occurs 7

The Student's Role in the Setting 13

II The Problem 13

Problem Statement 13

Documentation of the Problem 14

Analysis of the Problem 17

III Goals and Objectives 24

IV Solution Strategy 25

Review of Existing Programs, Models, and Approaches 25

Description of Solution Strategy 25

V Implementation of Strategy and Results 29

VI Conclusion 40

Recommendations 42

References 45

Appendices

A HUD Guidelines 47

B Midyear Survey 51

Table of Contents

Continued

C	Jewish Content Early Childhood Program Comparison Table	53
D	Day Care Comparison Table	55
E	Marketing Plan	57
F	Flyer	63
G	Author's Journal	65
H	Newspaper Article	73
I	Parent's Program Choices	76
J	Financial Assistance Form	78

Chapter 1: Introduction and Background

Work Setting

The setting for this practicum is an early childhood education center serving children ages 6 weeks through 5 years old. The early childhood center is a program that is part of a Jewish community center agency located in the heart of a tourist city in the Southeast. The city is a small (7 mile) municipality tucked along the coast and is a very small part of a sprawling, highly urban area.

The early childhood center was added as a program of the agency 9 years ago. It began as a daycare baby-sitting service for infants and toddlers and grew to become today's program. Over time developmental, educational and Judaic curriculum was added for children through 5 years old. The program is ideal for the working parent family since it consists of: high quality infant and toddler care, early childhood education with extended hours and it operates on a year-round basis. Since the practicum program is located in an area densely populated with Jewish families, (24% of the county's Jewish families live in the city), (Sheskin, 1994) the curriculum bias is appropriate.

Location and Description of the Physical Plant

The location of the community center agency is central for the city and consists of a single large building in a residential neighborhood. The building was once one of the very large "mansion" homes here. The 2-story structure sits on 4 acres and borders a large, natural creek on 1 side. Although the property also borders a heavily trafficked street, the agency building sits far back from the road. No noise from cars is heard inside the building. Children can safely play outside since the entire area is fenced.

It was converted into the agency over several years. The addition of an auditorium, playground, and the conversion of household rooms into classrooms and offices completed the early childhood center. The early childhood program is located in scattered rooms throughout the first floor of the building. In some ways, the building remains "houselike". Remnants of the original home remain and classrooms that were made from a dining room, living room and bedrooms are fully mirrored. Some have marble floors.

The community center agency that owns and operates the practicum program leases the building and property from the city for a nominal yearly fee of $1.00. In return, the agency is responsible for the maintenance of the building and upkeep of the property. The center is now in its 14th year of a 50 year lease agreement with the city.

Unfortunately, much of the building is in disrepair. The agency has had limited budget and ability to repair and make capital improvements. Along with the extreme variations of room size and appearance, the disrepair has presented on-going challenges for all of the programs operated by the agency, including the early childhood program.

According to some people who live in the area, a negative about the agency is the physical plant itself. It is "an old house", not a community center to many. These people say that they will not consider using or supporting the center until or unless the funding agency replaces the building (Capital Fundraising Campaign, spring-summer, 1995; Spill, personal interviews, 1995/'96). This has created a circular problem. The center needs the community to support fundraising efforts if it is to build or renovate the existing facility. Those with the affluence to do so in the community have indicated that they will not support the center until their vision of a proper center facility is built.

Along the same lines, a concern came to the author while searching the literature for this practicum and found another student's work. "Building Conditions, Parental Involvement and Student Achievement in the DC Public School System (Edwards, 1991). Edwards showed a

positive correlation of parent involvement in schools that are in better condition as well as higher student achievement than families whose children are enrolled in run-down schools. This study lent credence to those in the community who want to see programming in a different, more attractive and appropriate facility.

Families enrolled in the practicum program have aided the professional staff by volunteering time and money to help upgrade and repair. Limited funding for improvements needed has been available up to this time. Unfortunately, the practicum program lost many potential families who came to look at the school and left, saying that it looked old, rundown, dirty and neglected.

Until recent years, several programs have shared the building's space, including the early childhood program, an afterschool program for K-6th grade children, enrichment and sports activities for children, and summer camp. Adult programming included: singles' groups, sports, dancing, film festivals and varied activities for senior citizens. Last year, all but two of the agency's other programs were discontinued due to lack of community support. Currently, the early childhood program and a senior's program are the only groups that the facility is housing.

In January of this year, a special committee appointed by the funding agency voted to close the practicum program at the end of the agency's fiscal year in June. When the decision was announced, the funding agency committed to assist in the transition of children and their families. Specifically, the funding agency offered to help in placing the children enrolled in the practicum program into other neighborhood Jewish content early childhood programs.

The Practicum Program

Although all high quality early childhood programs have certain similarities (NAEYC, 1984), all also have their own special features. Those of the practicum program include:

1) It is an early childhood program offering greatly extended childcare hours that is also a school program with a Jewish curriculum content.

2) It is a moderately priced program.

3) The program is also able to offer financial assistance to families who cannot pay full tuition. The practicum program receives limited federal funding for scholarships. Eligible families must live in certain areas of the city and meet specific income criteria (HUD guidelines, 1995, Appendix A).

4) The practicum program is open and operating 52 weeks during the year. The program is closed only for a few American and religious Jewish holidays.

5) Although the practicum program is "Jewish" in part of its curriculum content, it is a part of a community center service structure. It is not affiliated with any particular Jewish dogma or religious institution. The student and parent body are a microcosm of the neighborhood. Support is offered to the international population in the area by employing a multi-lingual, international staff, and by offering a multi-cultural as well as ethnic/Jewish content curriculum.

6)The center offers full-time working parents the opportunity to be involved in their child's early childhood program. PTA meetings are scheduled for the end of the day (still offering childcare). There are extracurricular events planned for weekend days and in the evening when most of the families can attend.

7)The practicum program is small, with a capacity for only 75 children. Although it is part of an institution, the practicum program has a family-like atmosphere.

The Role of the Professional Staff

The Author's Role in the Setting

The author is the director of the early childhood program. As the agency downsized rapidly in the last 13 months, the author became the only full-time administrative professional

programming staff member left on-site. The responsibilities of the director are varied and numerous.

1) It is the responsibility of the director to maintain a professional, safe and developmentally appropriate environment for the young children that the practicum program serves.

2) It is the responsibility of the director to hire, train and supervise the professional teaching staff and their assistants.

3) A further responsibility of the director is to keep the professional staff and practicum program certified according to statute, since it is a state-licensed agency.

4) It is the responsibility of the director to develop and maintain a yearly operational budget for the program.

5) Since the program is a recipient of federal funding for scholarships and fee waivers, another responsibility of the director is to keep accurate records of those on scholarship. The director turns in written monthly reports to the federal funding agency administrators. Annually, it is the responsibility of the director to write grant proposals to maintain the funding.

6) It is a responsibility of the director to recruit and retain families for the practicum program.

7) It is the director's responsibility to act as a staff liaison for the Parent Network, the practicum agency's version of a PTA.

8) It is the director's responsibility to answer parent questions and address any parent concerns.

9) It is a responsibility of the director to assist in offering extracurricular family activities and events.

Additional responsibilities were added in recent months, including coordinating operations management, and working directly with the funding agency and families toward the closure of the program.

The Role of the Teaching and Assistant Teaching Staff in the Setting

Teachers and assistants work directly with the children. The staff is international, multi-cultural and multi-lingual and is most important to the success of the practicum program. High quality early childhood is an extremely labor-intensive industry and the stability of the staff adds to the program's credibility. Sixty percent of the total budget expenditures goes toward teaching staff salaries. This percentage, which is higher than the national average of 40% (Morgan) has paid off since most of the staff has been with the center for an extended period of time.

The well-educated and highly trained staff of the practicum center provides consistency and continuity for the young children enrolled. These are necessities for maximizing healthy cognitive and emotional development (Zigler and Stevenson). By industry standards, the turnover rate is very low. Four of the 5 head teachers have been employed at the center for at least 2 1/2 years. One-quarter of the staff has been employed for 8 or 9 years (the entire life of the program).

The author added the position of curriculum coordinator last year. A head teacher who works in the classroom in the mornings holds the position. Together the director and lead teacher hold weekly staff meetings with head teachers, offering support, guidance, curriculum support and training as needed for the staff. The importance of the staff cannot be overemphasized.

A midyear survey conducted in December, 1995 by the author, for the purpose of determining some of the factors that families found essential about the practicum program, confirmed the importance of staff. Eighty-two percent of the respondents cited the level of childcare as a major source of overall program satisfaction. When asked an open-ended question regarding what they might say to a person who knew nothing about the program, 85% of the

parents mentioned the staff and 72% wrote about the high level of care their family receives from the practicum program staff (Mid-year Survey, Appendix B).

Chapter II: The Problem

The problem facing the practicum program families was that when the funding agency announced that this early childhood program would be closing, they still had need of the services provided, but there were no comparable area programs. When the leadership that decided to terminate the practicum program did so, neither they nor the leadership from other institutions knew that 4 significant differences existed between it and the other programs that they planned to have incorporate the enrolled children. (Leadership here refers to the board or appointed committee members, and staff professionals of other area programs and agencies).

The practicum program combined the services of an extended "daycare" program for full-time working parent families with the curriculum content and parent involvement aspects of a part-time "pre-school" program. The other area Jewish content early childhood programs, which the funding agency targeted to take the practicum program children, are "pre-school" programs that cater to families where mothers do not work full-time. The practicum program occupies a niche that was unduplicated in the area.

Consequently, even though the other area programs offer similar early childhood programs and were willing to enroll the children from the practicum program, their programs did not meet the needs of the practicum families in several important ways. This created a crisis situation for the funding agency, the parents of the children enrolled in the practicum program and the other institutions who were approached to enroll the families into their early childhood programs.

Documentation of the Problem

Other Area Early Childhood Programs

A telephone survey of the neighborhood was made by the author to compare 4 different early childhood programs to the practicum program. These 4 programs had been singled out by the funding agency because all were Jewish content early childhood programs and all were within 2 miles of the practicum program. All were asked the same questions by the author for the survey. The points of comparison included: rate structure, hours open daily, ages of children, yearly dates of operation, curriculum, structure and holiday/vacation closures (Early Childhood Programs Comparison Table, Appendix C). The practicum program offered the widest combination of services at the least expensive prices.

Similarities to the Practicum Program

All of the early childhood programs, including the practicum program, operate in a similar way structurally. All are board driven, non-profit institutions that govern with the assistance of volunteer lay leadership boards and all offer parent participation groups and family programming outside of school time. All offer full or part-time programs for young children. All have similar curriculum. All are parts of other institutions. Of the 4 other programs, 3 are run by synagogues and 1 by a private Jewish school which also offers K-12 education. The practicum program as already mentioned, is a program of a community center.

Differences Between the Other Programs and the Practicum Program

None of the other programs offers infant care to the public. All close earlier each day than the practicum program. All except the practicum program are closed for considerable amounts of time for holidays and vacations. One has a comparable price structure. The other 3

are considerably more expensive. All 4 programs have referred families in need of infant care, extended hours, year-round operations and financial assistance to the practicum program during the past 3 years.

As mentioned, the funding agency leadership had assumed that parents would choose these 4 area programs with Jewish curriculum content to enroll the practicum program's children into their early childhood centers. There are also 3 non-sectarian early childhood programs in the immediate area that the author surveyed. All offer extended hours, operate on a year-round basis and are comparable or less expensive in price than the practicum program (Comparison of Practicum Program to Daycare Centers, Appendix D). One is operated on the grounds of a church. One is in an office building. One is in its own private facility.

The Sheskin demographic study of the Jewish community in the county (1994) pointed out that 80% of the families surveyed, who enroll their children in early childhood centers, do so in the context of a Jewish setting. Information gathered for a Marketing Plan revealed that 90% of the student body (Marketing Plan, Appendix E) is Jewish, that the remaining 10% of the families had already committed to a Jewish content program by their enrollment at the practicum program, and the mid-year survey where 59% of the parents mentioned the curriculum content as important to them, the assumption of the funding agency was prudent. It also brought the problem into focus by pointing out the specific disparities of the other programs to the practicum program.

Specific Program Disparities

The funding agency failed to take into account some of the needs that full-time (40 hours +) working parents have for early childhood services that are different from programs that are not as extensive. A marketing plan survey of parents indicated that 89% of the children in

the practicum program are from homes where all parents work full time (Appendix E). This is a considerably higher percentage than the Jewish average of Sheskin's demographic survey (85% of fathers, 55% of mothers) and possibly higher than of the other 4 Jewish content early childhood programs, given their hours of operation and the number of days that they close for vacations and holidays.

There are 4 specific areas that were identified by the author when documenting the program disparities:

1) None of the other programs offered childcare for children younger than 18 months old. (The funding agency leadership acknowledged that this was a problem they had not found a solution for when deciding to close the center for this 16% of the practicum program's children) Sixty-seven percent the children 18 months and younger had at least 1 older sibling enrolled in at the practicum program. Parents needed placement for both (or all) children at the same alternate location for practical reasons.

2) None of the other programs offered hours long enough for parents who work 8 hours daily the extended time needed to drop-off in the morning and pick-up in the evening. Seventy-nine percent of the practicum program families use this extended time offered by the practicum program on a daily basis (Appendix E).

3) None of the others are open 52 weeks during the year. All operate similarly to public schools, with closures for: American holidays, teacher work-days, and winter/spring break weeks. In addition, all close from 1-3 weeks in mid-June and in mid-August for "semester" breaks.

4) Only 1 of the other programs operates with a comparable price structure. The other 3 are considerably more expensive. Although it was not feasible for the author to obtain a ceiling tuition price affordable to the practicum families, a considerable number expressed that they

could not pay more or much more for early childhood than they currently pay ($480 per month for full-time, non-scholarship children).

Conclusions

The author was able to conclude that:

1) The funding agency's had not done a comparative study of the other available options for parents when deciding to close the practicum program.

2) Other area programs with Jewish content did not provide enough similarity in the necessary services for a high percentage of the practicum families to be easily enrolled.

3) The funding agency leadership wanted these other programs to incorporate the practicum program families and had talked generally about these other programs enrolling the practicum children.

4) There was a specific combination of services that the practicum program offers (age span, hours, days operating, and price) that needed to be addressed if the families were to become a part of these other programs.

Analysis of the Problem

When analyzing the circumstances that contributed to the problem, the author found several factors:

1) The demographics of the community changed radically during the years that the community center was trying to establish itself. The agency was prevented from becoming a "full-service" community center (Gold and Bayer, 1994) and was unable to meet the community expectation of it. The practicum program met needs in the community and became a "stand alone" program. This was not viable, given the definition of a community center model.

Gold and Bayer (1994) specify, that for success, the programs of a community center should reflect a diversity of services. To achieve this, the center must first have a mission statement (Connors, 1988). A mission statement of an organization is a written statement that broadly defines its purpose (Connors, 1988). Secondly, the community must provide a stable population in order to accomplish its mission statement (Gold and Bayer, 1994). The mission statement of the agency was based on a national model for Jewish community centers (Spill, personal interview, 1995) at the time of the agency's inception in 1982.

Unfortunately, the demographics changed too rapidly during the past 14 years for there to be a stable population base to establish and carry out the mission of the center. Two history-making events occurred around the time the community center was formed (Mariel Boatlift, 1980 and Hurricane Andrew, 1992). They both contributed to overnight transitions of the population and affected the course of the practicum program (Janof, personal interview, 1995).

In its original conception, the center was established to serve the majority Jewish population (50% through 1982 when the agency was established. Programs included service for children 5 years old and older for holidays and summer camp; widowed and retired senior citizens; adult classes. All are duplicated services in the area. Early childhood services were not part of the original programming.

The Mariel boatlift of 1980 had brought a huge number of indigent, Cuban refugees into the area (Janof, 1995). Their impact was felt by the community over the next few years. So many people and so much crime followed the Mariel boatlift that as the elderly, Jewish population passed away or moved away, they were replaced with a younger, immigrant population (Sheskin, 1994, Janof, 1995). The Jewish population decreased by 14% overall during the changes and has not been replaced to date (Sheskin, 1994). There was a decline in much of the agency programming that may have been a result of this decrease in community

The need for daycare was seen by agency leadership (Guigui, personal interview, 1996) and the practicum program was added to the agency in late 1987 (Gibson, personal interview, 1995). The daycare was not ethnic or religion specific. The strategic plan, the long-term goals set with specific short-term objectives, (Schlegel, 1995), was to provide the agency with needed year-round income and provide infant care, affordable childcare and scholarship subsidy enrollment for the neighborhood, which had become an ethnic mix with a larger low-income population (Guigui, 1996).

The practicum program grew out of the daycare to become a Jewish content early childhood center, which also offers infant and toddler care, in 1991 (Eynesman, personal interview, 1996). This may have been a "correction" toward the mission of the agency, it may have been a reaction to a changing enrollment population, with a higher number of full-time working Jewish mothers. It may have been coincidental. This information was not obtainable At some point between 1991 and 1995, Jewish enrollment became a majority of the practicum program.

Hurricane Andrew devastated communities to the immediate south of the agency in August of 1992 and created an emergency situation for hundreds of families displaced to the practicum program area (Janof, 1995). Due to space limitations of the building, and the critical need for childcare, the practicum program took precedence over all other programming at the agency.

This was the situation that the author found when hired as director in mid-1993. The practicum program was the largest part of the agency and took up most of the building's space After the hurricane, the center leadership did not return to the varied programming structure deemed necessary for the success of any non-profit community center (Connors, 1988; Gold and

Bayer,1994) The practicum program ran as the only major program of the agency for the past 3 years

Instead of being viewed as a community center, the entire agency became seen by the funding leadership as an early childhood program (which was correct), that was being duplicated by other institutions in the immediate neighborhood (which was incorrect). The decision to close the program came as a result of the failure of the agency as a whole (Yudewitz, parent meeting, 1996). The need for the practicum program's specific services was not considered.

2) The practicum program became highly specialized as a program accommodating the children of full-time working parents. The families who needed the program generally found it by word of mouth recommendation (the most common form of advertising for non-profit organizations) (Connors, 1988). However, marketing of the entire agency was poor to the community. Communications between the community center leadership, the funding agency and other community institutions was inadequate due to lack of leadership structure. Therefore, when the funding agency talked with community leadership and decided to close the practicum program, there was no base of support or understanding of the needs of the families being served by the practicum program.

Dr. Ira Sheskin, the demographer who presented a detailed study of the area in 1994, had some very interesting findings which corroborate the lack of successful marketing. His study found that 82% of the Jewish population in the area was either only somewhat familiar (40%) or did not know that the agency itself existed (42%). In all likelihood, the percentage of people who knew little about the services provided by the practicum program is as high, although specific programs were not addressed in the study. This was probably a result of lack of marketing and communications

Marketing (the various processes used for selling services), is relatively easy (Sturm, in Connors, 1988) in most non-profit service organizations. The sponsoring agency gives a

program its identity by the services that it provides and advertises. As discussed above, changing demographics prevented the community center (the sponsoring agency of the practicum program) from ever solidly establishing itself in the city or marketing itself successfully.

Because services provided by the agency and the program changed so much in the past 9 years, few people knew its specifics. The program staff knew whom they were serving and what the needs of the clients were, which are the ingredients for successful programming. (Connors, 1988; Hildebrand, 1993; More Than 75 ... in Association Management, 1995; Schlegel, 1995) However, they had not transmitted this well to people outside of the agency.

The practicum program's agency has been governed by people who have little or no contact with the agency or individual programs. This is unusual in a beneficiary agency such as a community center. Many people receive the benefit of the philanthropy of unknown others in the form of subsidized programs (Connors, 1988).

However, the community center (and practicum program) are "board driven entities". This means that there is a hired professional staff who work on-site at the facility and interfaces regularly with a governing board of appointed "lay" (volunteer) leadership (Arnot, 1985; Connors, 1988). In order to effectively serve its constituency, leadership positions should include people from all over the community with different interests and needs, including representation from those it serves (Arnot, 1985; Connors, 1988). The leadership structure of such agencies is somewhat complicated.

Although this is the most common form of non-profit agencies (Connors, 1988), and the model supposed to be used by the practicum program's agency, it was not followed through. There was little or no interaction between board members and agency staff in the past 3 years (perhaps longer). Therefore, opportunities for the board to really be aware of the practicum program were minimal.

The board was not representative of the agency and although the author was unable to find out why, an interview with the President of the agency and Chairperson of the Parent Network indicated that there had been little or no training at the board or professional level regarding the mission of the agency, the purpose of individual programs or board member responsibilities (Spill, Groff, personal interviews, 1995).

Training is an essential part of effective leadership (Gold & Bayer, 1994) that leadership from the practicum program's agency may not have had. As the President of the agency said: "Instead of making so many public mistakes, training sessions and mentoring could have helped (us) novice leaders find more successful strategies" (Spill, 1995). It is likely that a lack of training for the agency leadership caused the board to be improperly set up. In turn, this led to a lack of information exchange. The decision was made to close the practicum program by people who had not been communicating regularly with one another or with the program leadership. Although the funding agency and other program leadership was willing to help in the smooth transition of families into other programs, they did not have the information needed to make this happen.

3) The practicum's early childhood program grew out of a "daycare", which is designed to assist parents by offering daily childcare with extended operating hours. The early childhood programs that the funding agency approached to incorporate the practicum program children grew out of "pre-schools", which are primarily part time programs for socialization and enrichment and do not necessarily take the needs of full-time working families into account. Although these 2 types of early childhood programs are more similar today than 50 years ago, there are still differences in concept. These differences today are primarily in: ages of children, price and dates and hours of operation. These were the issues that needed addressing to facilitate families having a comparable enrollment option(s) once the practicum program closed.

To understand these differences, a brief history lesson and explanation of these 2 types of early childhood programs may be helpful to the reader. Historically, pre-schools and day care centers have served different purposes and their distinctions were clear to the public (Morrison, 1995). There was a "natural market" for the different services. Pre-school education was intended as an enrichment activity for a young child and grew out of primary education models stemming back to the 16th century (Morrison, 1995). Although caregiving is inherent in every early childhood program, until very recently, children attending pre-school programs did so primarily for socialization with other children, not for childcare purposes.

Daycare grew from the baby-sitting and childcare needs of working mothers. Daycare programs in the United States laid its roots in the Great Depression of the 1930's and in World War II, when women had to go to work full-time first to help support families and then on behalf of the war effort. These government-sponsored programs were care-based rather than social or educational and were intended to be support systems for adults rather than enriching activities for young children (Morrison, 1995). Although ended by the government after the war, working women continued to rely on private daycare centers.

Jean Piaget brought the issue of learning in young children to the forefront of the world with his cognitive studies of young children in the 1900's (Morrison, 1995). Programs for young children began to incorporate academic curricula as a result of his work. Today, quality pre-school and daycare programs share this commonality, with cognitive growth goals for young children.

Beginning in the 1970's, women began to enter the work force in greater numbers. Nationally, 68% of all women with children under age 6 work full-time (Zigler & Stevenson, 1993). Pre-school and daycare began to blend further as middle class and more affluent women began to work outside of the home and demand extended hours, expanded dates of operation and higher quality programs for their young children. The practicum program and the other 4

programs all have qualities of both, which reflect the blending of ideology and need. However, since all 4 other programs grew out of the pre-school concept, not enough concessions to "daycare" needs existed in any of them at the time their leadership committed to enrolling the practicum program's families.

Chapter III: Goals and Objectives

The goal of the author was to successfully influence the other 4 centers to incorporate 4 of the practicum program's unduplicated services (accept babies, extend daily hours, operate year-round , moderate price structure) into one or more of their early childhood programs. Several objectives had to be met to accomplish the goal.

1) To design and/or identify a variety of tools that would be used to communicate the unduplicated aspects of the practicum program.

2) To identify and implement strategies that would result in communications with the leadership who were in a position to incorporate the needed changes into existing programs. For the purposes of this practicum, leadership was defined as a shared group function; the collective interactions and decisions of a relatively few people, which results in community conclusions and actions. (Connors, 1988; Arnot, 1985; Hart, 1994). Leaders of the other centers included clergy, early childhood directors, executive directors and lay leadership.

3) To involve the practicum families themselves, by asking them to help make a case for the necessity of the practicum program's services. The parents voices as advocates for their children are more effective than any other tool the author knows. Had it not been for the vocal support of the early childhood program by the Parent Network last spring, the practicum program would have been closed 1 year sooner, according to the Director of Planning and Budget for the funding agency (Groff, 1995). The objective of the author was to furnish the parents with the

information they would need when talking to other program's leadership in a uniform, easy-to-use format.

For the practicum goals to be successfully met, the community leadership had to support the claim that these services really were vital. Another program or other programs had to act on the verbal offers of assistance made to the funding agency and follow through by changing or expanding their program to accommodate the practicum program children with the specifically identified services. The majority of parents of the practicum program had to be able to enroll their children into one of the 4 other centers with a minimum of compromise or changes on their part.

Chapter IV: Solution Strategy

After searching the literature, the author found that an effective way to organize, coordinate and be able to communicate needed information was to create a multi-media marketing plan with information about the practicum program.

The plan was set up to incorporate: visual (photographs and flyers), written (letters and flyers) and oral (telephone and in-person) communications to make the practicum program specifics known to the community leadership. As Marie Arnot wrote in The Volunteer Handbook (p.165): "If you are involved in community action, you have a story to tell. And that story must be told in order to report accomplishments...build support...maintain the organizations credibility...provide models for action" (Arnot, 1985). Since the leadership did not have the specific knowledge of the practicum program needed, this was an appropriate first step.

The author accepted the marketing premise that communicating both who you are and what you do is essential if your enterprise is to successfully reach others. (Browne,1986, Arnot, 1985, Connors, 1988). Also, successfully marketing a program (in this case, the critical services

of the practicum program) requires that if you expect others in a position of influence to support its continuance, you must communicate both (Connors, 1988, Schlegel, 1995). To the author, this meant that the marketing plan needed to include information about the practicum families and staff as well as about the program.

Marketing efforts needed to show that the practicum program occupies a unique place in the community, with its specifically unduplicated services. In "Think Small for Maximum Profit", Edward J. Donahoe writes about "niche marketing" (1992), which is finding out what is exclusive and unique about a program and advertising these qualities to others in this way. Choosing 4 specific unduplicated services of the practicum program to market was the outcome.

Finally, in The Non-Profit Organization Handbook, Sturm uses the following model when marketing an institution: **size, affiliation, types of programs, location, staff/credential, price and current user** (Connors, 1988). When creating the marketing tools, the author used this model ensure that all of these factors had been addressed.

The Marketing Information booklet was made up prior to the decision to close the practicum program (but in its anticipation) by the author and a parent in the Parent Network (Appendix D). This booklet included: a letter to the Chair of the Funding Committee from some parents from the Parent Network, information concerning the unique aspects of the program, composition of the student body with regard to hours needed by the families, a tuition schedule, and information regarding the staff. This booklet was distributed to the 30 member funding agency committee first in the hope that the information would prompt the committee to vote to keep the practicum program. When the decision proved to be negative, the booklet became a tool

for communicating for the needed assistance of the funding agency in persuading the other programs to accommodate the specifically outlined needs served by the practicum program. More than anything, the marketing booklet defined for the author and the other leadership specific needs of the practicum families.

In addition, the author prepared a flyer which captured the essence of the program (Flyer, Appendix F). With the assistance of staff members and the Parent Network, the most important salient points of the marketing booklet which needed to be emphasized were presented in the flyer. In the flyer, the model set forth by Sturm was utilized as a blue-print. The flyer included information emphasizing:

1) The size of the program being small, and family-like.

2) The affiliation for the children of full-time working parents to be in a Jewish content extended-day program.

3) The 2 types of programs: infant/toddler and early childhood education for children through age 5.

4) The central location.

5) The staff 's excellent credentials and experience.

6) The low cost and available financial assistance.

The flyer included cartoon pictures of young children and their activities.

The flyer was made after the decision to close the school, strategically designed as an easy-to-read "script". This was helpful of the huge amount of communication with so many people regarding what was needed by the families. The flyer helped all important points be remembered and included. Also, in lieu of a prepared script, anyone using the flyer to talk about the practicum program could elaborate on any of the points in it if needed or desired. Finally, the flyer was attractive and easily displayed.

Current parents of children enrolled in the practicum program had many opportunities to speak directly to the leadership at the 4 other locations about the needs for their families. They were asked individually by the author to use the flyer in order to remember all of the salient discussion points. Hearing about the practicum program and seeing the unduplicated services in print over and over again were marketing techniques. They were implemented by "key people" (the parents) to provide "legitimacy" to the marketing plan, and influence a positive outcome of the undertaking (Arnot, 1985).

An additional tool that the author thought would be effective in marketing was a "Day in the Life" pictorial of a child enrolled in the practicum program. Photographs could be used to provide answers to questions about the unduplicated practicum program services. They also could be used to show the similarities between the practicum program's children and those in other early childhood centers. Since human systems theorist Gecas stated that there is: "the tendency of people to interact with people like themselves and limit the frequency of their contact with people who are different" (Hart, 1994) and so much marketing was put into the unique services of the practicum program, the author was concerned that the leadership and parents from other centers might view the differences in terms of the children as well. Finally, since people have a variety of learning styles, and since "every picture is worth a thousand words", a different type of format such as this seemed to be appropriate marketing (" More Than" Association Management, November, 1994).

After some thought, it was decided that there be 2 pictorials, one of a baby enrolled in the infant room and another of a 3 1/2 year old enrolled in the Nursery group. The infant was necessary because none of the other centers had any familiarity with infant care; the nursery child was chosen to show the daily life of a full-time enrolled child. Pictures were taken over a series of 2 days of both children by the author on an hourly basis. This was done to show the chronology of the children's' activities at the practicum site. Two sets of prints were made, one

for the program to display at the practicum site and the other for the parents, who had offered to show the pictures to community leadership.

In Leaders: The Strategies for Taking Charge, Warren Benis and Burt Nanus were interviewed by Browne, who looked for similarities among prominent successful leaders and determined that there are 4 qualities that leaders share about their particular projects: 1) an intensity of vision, 2) an ability to communicate their agenda, 3) an unshakable conviction in their goals and beliefs and 4) positive self-regard (Browne, 1992). The author was in the fortunate position to be able to identify parents who had demonstrated these leadership qualities in different situations and who could use these skills to assist in obtaining the needed program changes. Parents who were asked to speak with funding leadership and other program leadership included: an attorney, a marketing specialist, a journalist, and a student. (All parents were encouraged to speak with leadership, both from the funding agency and from the other early childhood programs, however the specific parents approached were given assignments regarding whom to talk to, when, etc.).

Chapter V: Implementing the Solution Strategy

The author kept a daily journal of activities during the practicum implementation process. This proved useful for organizing, following up ensuring progress and for tracking the coordination efforts. (Daily Journal, Appendix G). (Not all of the entries were relevant for the practicum. Some just tracked the events occurring at the same time as the practicum).

It was important to first establish a "blueprint" to work from in order to maximize results and minimize duplicated effort since so many people were to be involved in the practicum. In "Marketing from the Ground Up", Constance Vaughan asserts that the first step in marketing

is establishing an organization-wide committee, especially including the professional staff (1995). The author found this to be a good starting place.

Jan Carter, in Association Management, (1993) further states that "staff involvement makes all the difference in designing a marketing program that fits--and functions". Staff were given the marketing information. Additionally, as Marie Arnot wrote in The Volunteer Organization Handbook, , a good place to begin when building image, is with the audience (of happy children and parents in this case). Within the first week of the practicum, the staff and The Parent Network met with the author and were apprised of the project. The role of the staff was to assist the marketing plan by being knowledgeable about the unique features of the practicum program and answering questions. Staff members were involved individually and as a group. The first meetings were held separately. Later meetings were held jointly and also included funding leadership and other program's leadership. Meetings were held again during the 5th and 8th weeks. Their purpose was to ascertain progress and boost morale since the process proved to be stressful, discouraging and tiring at times.

The parents and staff were asked to speak informally with people about their personal experiences on behalf of the program and especially where they had specific needs to be met for their child(ren) which the practicum program had been meeting. This was first asked as a way to assist in saving the program from being terminated. When this proved impossible it was to bring awareness of the 4 specific unduplicated practicum program services that needed incorporation into the other programs.

During week one, the author arranged to show the marketing booklet to the leadership committee set up by the funding agency. The author began to organize the making of the flyer as well, speaking to 1 of the coordinators of a professional early childhood association of which she is a member. The coordinator agreed to look at any drafts and the final flyer and to give feedback to the author. The coordinator was also given the marketing booklet.

This was an easy and effective way for the author to educate the coordinator about the unique aspects of the program and to advertise its presence. Since the funding leadership called and asked the coordinator about the practicum program (Zeskind, conversation, 1995), the author wanted to ensure that she had enough information about the program.

For the preparation of the flyer, the author asked a staff member with computer, graphic and layout skills to read the practicum proposal. This helped educate her more about the program as well as giving her the salient points needed to assist the author in the creation of the flyer. Also, this was a motivation for the staff member to become an active participant in the practicum process.

Prior to the practicum project, the author had written a grant request to the local newspaper, which publishes an annual "wishbook" during the holiday season. The grant was for the newspaper to be help the center find a person(s) willing to donate paint to paint the classrooms and a painting professional painter willing to supervise the volunteers from the Parent Network, who had offered their time to paint the rooms but had no expertise in this area.

During the first week of the practicum, which began at the beginning of the new year, a reporter from the newspaper telephoned to say that although the request had not been published during the usual holiday weeks, they were in fact willing to supply the paint. The author spoke at some length to the reporter. The marketing booklet information proved invaluable, as had the practicum proposal process since much of the information given to the reporter was quoted from the many statistics in the booklet and from the author's research and focus on the subject.

Additionally, the author had the opportunity to discuss the need for more media coverage of early childhood services for working parent families. The reporter was moved by this "angle", which she had previously not considered and requested that she and a photographer come out to the center to do a story on behalf of the children and the need to paint and beautify

the practicum site building (Newspaper article, Appendix H). They came the morning after the telephone conversation. Although not a planned part of the practicum, this added media coverage was good for marketing and community awareness that there is need for the services the practicum program provides.

At the beginning of the second week of the practicum, the author made a list of leadership who probably did not know much, if anything, about the practicum program, and who could be in a position to assist in the marketing effort. This list included representatives from the funding agency, the 4 other Jewish content early childhood programs and well-known community leaders. The author used the marketing booklet and also the facts that were going to be included in the flyer when speaking with this leadership.

This decision to close the practicum program was made at the beginning of the second week of the practicum. The practicum proposal had been written with the possibility of this decision in mind, and knowledge that either way, the practicum marketing process could prove valuable, regardless of the committee decisions. The author offered to coordinate the transition of families and enlisted the aid of the funding agency if necessary to persuade the other programs to make their programs as comparable to the practicum program as possible.

Since it was so early in the practicum process, the author was able to shift the focus directly to the 4 neighboring early childhood programs who were asked by the funding agency to now be willing to assist in meeting the needs of the enrolled families. None of the leadership of these other programs had more than cursory knowledge of the practicum program and as discussed prior, none were duplicating the 4 critically needed services identified when comparing the programs.

At the end of the second week of the practicum, the director of the funding agency asked the author to call a meeting of the parent body to officially inform them of the decision to

close the practicum program. He had received a copy of the marketing booklet and indicated that he had already contacted some leadership regarding the needed changes. Several members of the Parent Network were in attendance at the meeting. Many made certain to publicly state the unique aspects of the program which they needed to have if the other area early childhood agencies were to be able to meet their families' needs. These aspects were taken directly from the marketing booklet. At this meeting, the director acknowledged that due to the price disparities of the other programs, which had been previously unknown, a sum of money would be put aside for financial assistance if needed.

During the third week of the practicum, the author began by photographing the "day in the life" pictures. For displaying the photographs, the author chose a space close to the entrance of the building next to the reception/payment window. This seemed to be the best place since almost every adult who comes to the practicum agency spends some time at the reception window and passes this space.

The first draft of the flyer was completed during the third week of the practicum. The first draft was deemed too "cutesy" by the coordinator whose feedback had been requested and the final copy of the flyer, which was completed during the beginning of the 4th week of the practicum did prove to be professional looking and more "serious".

The flyer was prepared with the aid of commercial "clip art", a copier which could enlarge and shrink material and the "cut and paste" method of layout. Glue stick, which is less wet than bottled glue produced a more professional flyer. When choosing which colors to run the flyer off on, the author consulted a local commercial copy company. The owner/proprietor suggested that yellow be one of the colors used because it lends a cheery, optimistic quality to whatever is copied onto it (Sir Speedy, Inge, personal comments, January, 1996). She also suggested that the color blue not be used since it can be depressive and that neon colors would be too flashy for the type of information which the author wished to share with others.

Flyers were distributed during this week. They were given out to: parents, the funding agency, the 4 other Jewish content early childhood programs, an organization which rents space from the practicum agency, the City's Housing Authority, which does referrals for early childhood education facilities, the professional coordinating agency, neighborhood merchants, and leadership from the neighborhood institutions. The flyers were given out in order to reinforce the community knowledge of the unduplicated aspects of the practicum program and the need for such services to exist as well as for parents to all "be on the same wave length" when speaking to other programs about their family needs.

Through the first four weeks of the practicum, the author and Parent Network had considered moving the early childhood program to 2 different sites in the neighborhood. One alternative was offered by the city's Housing Authority, which is building a state-of -the-art facility for battered women and which will include an early childhood center. Unfortunately, the actual building is at least 2 years into the future and no alternative site to house the families during that time was located.

The second alternative is a small house, located just around the corner from the practicum site. It is owned by a neighborhood synagogue whose leadership heard that the practicum program was closing. Their President offered the house, which is used only on weekends for youth activities as a home for the program and further, offered a very low rental rate. The author and Parent Network members liked the location very much, however, felt unsure that the program could be viable without any outside funding in its first year of operation. Also, using this house would necessitate scaling the program back dramatically; 25 children would be the maximum enrollment. The author was unsure of how many parents would accept this change at the beginning.

For practicum purposes, talking with the leadership from the Housing Authority and the synagogue was excellent. The education that they got about this program was extensive and might otherwise not have happened at all. However, the author saw the need to concentrate efforts to break the program up as the funding agency had envisioned and to coordinate the smooth transition and closure of the practicum program.

The fifth week of the practicum was spent beginning this process. Meetings with both staff and parents gave this message. Staff gave parents a questionnaire asking which early childhood programs they were interested in enrolling their children in. This questionnaire did not specify any program names. Also, the author met extensively with Directors and Principals from the other early childhood programs in the neighborhood, who were in a position to enroll the practicum program's children. The author used the flyer and marketing booklet as tools when talking with the different leadership. In this way, every program leader approached was educated the same way as to the specific needs that the practicum program had been meeting and which the practicum families were looking for.

All 4 of the programs that had offered their assistance were contacted by the author and parents from the practicum program. The method employed was that parents interested in 1 of the 4 schools were asked to make an appointment to speak with the school's director and discuss their specific early childhood needs. The author tried to call after parents had their meetings to reinforce the need for the services discussed.

Two of the programs that had been approached offered to make slight program concessions. The first was willing to add extended daily hours and offered to expand its employee-only infant daycare to include the babies from the practicum program. (This program had been approached by 1 of the parents whose child had the "day in the life" pictures taken). However, this program closes for many more days during the year than the practicum program and leadership could not alter this aspect of its program. In addition, this program has a strict

policy of no available financial assistance for early childhood (Bunder, personal interview, February, 1996).

The second program also offered to extend its hours, however, also could not alter its calendar in any way (Berger, personal interview, February, 1996). The program was not willing to enroll children younger than already served. Financial assistance information was not able to be obtained.

Two of the programs offered to make radical changes in their current programs for the benefit of the families at the practicum site and both indicated that their own current enrolled families might also appreciate and utilize some of the newly offered services. The first program was willing to make all of the needed concessions except offering infant care (Kovler, personal interview, February, 1996). The most significant change this program offered was to include a new "track" that would bring down tuition considerably. This program was the one that parents of the practicum program had showed the most initial interest in. This program also had received a letter from the Chairperson of the Parent Network, asking for the 4 specific services targeted in the marketing plan.

The second program offered to make all of the necessary concessions, agreeing to add infant care, extending the hours and dates of operation. Had parents been willing, this center was willing to open up an unused wing and incorporate the entire practicum program. Their price structure was already comparable and they have a financial assistance program in place so these were not necessary changes. In addition, this program also offered to hire staff from the practicum program if enough children enrolled (Pearlson, personal interview, February, 1996). This program had also been visited by a parent with "day in the life photographs" as well as a number of parents with children under the age 2.

At the end of the fifth week, the author met with the Executive Director of a sister agency located 10 miles to the north. He expressed interest in running a summer camp program

for the families at the practicum site (Bomzer, discussion, February, 1996). The author presented the director with the flyer at this meeting to apprise him of the specifics of the practicum program. A discussion also took place regarding offering some alternative programming for the practicum families which this agency might be in a position to offer in the near future, including after school care, and programs which could be made available for the children during holidays/vacation days. Although not part of the original agency's involved in the transition of the practicum program, there were interesting possibilities that could assist the families who might enroll in one of the programs that could not make all of the necessary changes.

The sixth through 8th weeks of the practicum was spent following up on everything that had been set in motion prior to this time. There were evening meetings planned with representatives from the 2 different programs who were interested in enrolling the practicum families and had offered so many of the needed services. The flyer was given out to the leadership from these centers so that family needs could be discussed easily with those in attendance at the meetings and with additional interested families.

A bulletin board of the staff was elaborated on by the author early in the sixth week due to the impending visits from the other area programs. Below every person's name, his/her specific credentials were listed in anticipation of other institutions interest in hiring needed staff for the coming summer/fall terms. This was an easy way to advertise to the potential employers. Parents in the program were also targeted, since they were now in a position to inquire about the credentials of staff at other institutions and to recommend staff to other programs that their children might be enrolled in. Although not part of the practicum, the author felt that it was very important to include advertising the staff credentials and it was an appropriate time to do so.

The practicum program was visited by the closest other early childhood program during the seventh week. It had been advertised to parents the previous week and the meeting was held late in the day when many parents could attend and childcare was still available. The meeting

was well attended (30% of the practicum program) and the leadership from the visiting center, who included a Rabbi, Executive Director and Early Childhood Director was reassuring in their promise to meet the 3 needs which the practicum program serves and they offered to pick up (excluding infant care).

The second meeting, which occurred 1 week later was set up in similar fashion to the first, late in the afternoon when childcare was still available. This meeting was also well-attended (20% of the practicum parent body). Of particular interest to the parents was that this was the program that offered to expand its center to include infant daycare. This program not only offered to pick up the infant program, their director expressed interest in hiring the head caregiver of the practicum program for their site. Prior to this meeting, staff and parents met together to discuss the progress to date. It was noted that none of the staff except the infant caregiver had job current job offers.

The "day in the life" photographs of the 2 children selected for this part of the practicum project had been ordered as duplicates. One set of each child was made into a booklet for the parents to take and use when explaining the practicum center. The other was made into a poster which was displayed at the entrance of the center beginning during the 8th week of the practicum. The photographs were displayed chronologically with captions underneath every picture. Some of the captions were funny, others were explanatory. Both posters began by showing the children being brought in at the beginning of the day and ended with photographs of parents picking them up. In between, the pictures showed both daily and special individual and group activities, snack/lunch times, outdoor activities, resting, interactions with teachers and caregivers, and for the infant, diaper changing.

It was noted that parents of the enrolled children spent quite some time looking at the posters and they remained up for the duration of the practicum. The parents of the children who

had been photographed showed the booklets to more than a dozen people in total. Although no "script" was prepared or asked for by the author, the captions on the pictures gave the parents the opportunity to explain in some detail what their children do at the practicum site on a daily basis.

The final two weeks of the practicum were spent completing many of the different aspects of the marketing plan. Parents were asked again where they planned to send their children for the summer/fall and assistance was offered to them as needed in making appointments to visit and enroll in the various other programs. A list was placed in every classroom asking: child's name, and parent decisions for summer and fall programming. The majority of families chose 1 of the 4 programs that had been approached by the author and funding agency (Parent Choices for Programs, Appendix I).

Appointments were made for staff to visit some of the institutions which had expressed interest in hiring them. When asked, the credential information from the marketing booklet was given to these programs. A letter was prepared by the President of the agency, letting potential employers know that staff was seeking a new job solely because the program was closing due to financial reasons. There was a blank space left on the letter for the author to write in the staff member's credentials (Employee Reference Letter, Appendix M).

The final part of the practicum which was very significant involved the issue of tuition and other fees at the various other centers. Cost and available financial assistance, which has been important for many of the practicum agency's families, began to be addressed by the funding agency with the author during this time. This became a very important issue because only 1 of the programs which offered to assist in the transition of the program was able to offer the existing practicum program price structure and many of the enrolled families expressed that they could not pay much more than they currently do.

After many conversations between the funding agency representatives, (and the assistance of the price comparison) it was decided that $20,000 be set aside for the practicum parents. An assistance request form was given out at the practicum site to be handed back in directly to the funding agency (Financial Assistance Form, Appendix J). The form was given to the author by the funding agency after numerous discussions about the needs of the families. The granting of financial assistance was not within the realm of the author of the practicum.

At the conclusion of the practicum, no final decisions regarding individual assistance had yet been made. The funding agency had earmarked the $20,000 publicly, and was in the process of setting up a committee which would be reviewing applications. Also, the various other schools were apprised that aid was being offered to the families in need from the practicum agency for the next year.

Chapter VI. Conclusion

Implications of the Practicum

The author hypothesized that the leadership deciding the fate of the practicum program had little knowledge of the specific, necessary services that it offers full-time working families. The author further thought that given the information about the unique and critical nature of the services, as well as the support of parents whose children are enrolled in the program and the staff, that the community leadership would respond positively to a marketing campaign since they had offered to assist in the transition of the program but did not know the specifics needed by the families.

All of the above contentions proved true and some of the practicum goals were able to be met. The author found it relatively easy to meet one goal, which was to make sure that the other institutions expected to take the practicum children knew that there were 4 unduplicated services

that they were asked to consider adding. Having a cohesive, concise marketing booklet proved to be an invaluable tool.

The outcome of the practicum exceeded the expectations of the author. After the decision was made to close the program, it was hoped that the at least 1 agency would be willing to take in the practicum children and expand their agency to include some of the important aspects of the program. None of the agencies originally contacted by the funding agency had expressed any willingness to expand and offer infant care. By the end of the practicum, all of the 4 programs contacted had made at least 1 concession on behalf of the practicum families. One institution offered to be open the same hours and number of days at a fairly nominal price differential than what parents at the practicum program pay now. Another offered the same expansion of services and agreed that infant care would be beneficial to their program as well.

The other 2 could not offer extensive changes, however, were willing to try to meet at least 1 of the unique aspects of the program. Both programs expressed the willingness to offer the longer daily hours, both in the morning and afternoon.

Objectives of the practicum involved utilizing the leadership skills of the parent and staff body of the practicum program to assist in promoting the marketing plan. All of the qualities of leadership as defined in the practicum were seen by many people involved with the early childhood program. In addition, many people in positions of leadership became involved and in one way or another. Dozens of parents communicated to community leadership at many levels as they explained the necessity of the unique aspects of the practicum program for their family early childhood education and childcare needs. As of the writing of the practicum, the majority of parents had already found suitable placement for their children after the program closes and overwhelmingly chose 1 of the 4 institutions solicited during the course of the practicum process.

The financial aspect of the practicum program was in the process of being addressed as the practicum came to a close. A significant amount of money will be available to families who are not in a position to pay higher fees than were required at the practicum agency. One of the neighboring agencies rearranged aspects of their tuition schedules in order to accommodate the financial needs of the practicum families.

Recommendations

After undertaking this practicum, the author has a few recommendations for other Directors or supervisors of early childhood programs which are board driven and funded by sources other than tuition revenues.

1. First and foremost, representatives from both the funding agency and those in a position to influence the funding agency should be communicated with regularly. Until the practicum, the author really had never taken the time to reflect on the lack of information that those charged with disbursing funds really had about the program.

2. At the very least, the funding agency should be regularly apprised of the activities of the programs that they fund and asked for feedback when possible. In this way, marketing and checks for correct programming and meeting agency mission statements would be ongoing.

3. The parent group of the center should be involved at the decision making level as much as possible. If there is no parent group, the agency director should begin one and meet with the group regularly for information exchange and support. From time to time, parents should be surveyed to see what needs are being met and what else might be needed. This would also add to ongoing marketing. This group should also plan social events and fund raising events which involve the entire parent body and serve as recruitment/information/advertising to others in the community. People in a position to influence funding and policy should be included.

4. Marketing should be a regular part of any program. The implementation of "niche marketing" is an excellent way to focus advertising the most important aspects of the practicum program.

5. Using different media is also effective for needed marketing. The printed marketing plan, the flyer with graphics, the newspaper article and the photographs all tapped different systems and groups of people.

6. When taking photographs, plan to take at least double the amount of time that is thought necessary, especially when photographing children.

7. When talking to the press, the author noted that talking in sound "bites" with quotable expressions was helpful. Planning beforehand was required.

8. When dealing with leadership from different institutions, multiple telephone conversations and follow-up letters/memos proved helpful in obtaining results and correct information.

9. The daily journal kept by the author proved to be an excellent tool for recall and reflection about the practicum. It also was helpful because while writing it every evening, the author was able to set goals and plan the future activities and to assess the different parts of the practicum over time.

10. Finally, involving staff and parents was beneficial to the practicum process. When as many people as possible are given the same information and asked for their input, a powerful group can develop, which was the case with the practicum agency. The strength of the practicum had much to do with this involvement and support on the part of the practicum program's parents.

Practicum Limitations

The author felt that a limitation of the practicum was in failing to have a measured evaluation of the marketing plan. The situation was a crisis one and the funding agency which wields

considerable influence over 3 of the 4 institutions approached to accept the practicum families undoubtedly played a large role in the positive outcome for the families. The author also knows that it was the marketing plan that successfully brought to light which services were needed most critically by the practicum families but could not ascertain if it was because the same information was shared with the funding agency or if it was the families and author's persistence that were the deciding factors for the other programs.

Finally, a question that could not be addressed was-Without the marketing plan, would the needed changes have been made anyway? Since there was nothing in the literature to compare the closing of schools and options available to those being affected, the author can only surmise about the importance of the practicum project. Perhaps, b[illegible]ages such as there is "strength in numbers" and "squeaky wheels get greased" prove true over time. The author believes that because of the practicum project, that parents would have had a easier time identifying and asking for the specifically needed services and that applying pressure to change from so many people in such a concentrated period of time were causal factors in the concessions made by the other programs.

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Appendix A

HUD Guidelines

Special Attention of:

Secretarial Representatives,
State/Area Coordinators, Economists,
Public & Indian Housing Division Directors,
Directors of Housing and Multifamily Housing

NOTICE PDR-95-02

Issued: January 18, 1995
Expires: Effective until superseded

Cross References:

Subject:

Transmittal of Fiscal Year 1995 Income Limits for Low-Income and Very Low-Income Families Under the Housing Act of 1937

This notice transmits revisions in the income limits used to define the terms "very low-income" and "low-income" in accordance with Section 3(b)(2) of the United States Housing Act of 1937, as amended. These income limits are listed by dollar amount and family size. They are issued for each metropolitan and nonmetropolitan area using the Fair Market Rent (FMR) area definitions applied in the Section 8 Housing Assistance Payments program.

Section 8 income limits are used to determine the income eligibility of applicants for the Public Housing, Section 8, and other programs subject to Section 3(b)(2). The revised income limits are based on HUD estimates of median family income for Fiscal Year 1995.

The most important statutory provisions relating to income limits are as follows:

- "very low-income" is defined as 50 percent of the median family income for the area, subject to specified adjustments for areas with unusually high or low incomes or housing costs;

- "low-income" is defined as 80 percent of the median family income for the area, subject to adjustments for areas with unusually high or low housing costs;

- where the local median family income is less than the State nonmetropolitan median family income, income limits are based on the State nonmetropolitan median; and,

- income limits are adjusted for family size so that larger families have higher income limits.

Very Low-Income Limits:

Both very low-income and low-income limits are calculated using a set of formula relationships. The first step in calculating very low-income limits is to calculate what they would be if the four-person limit is based on 50 percent of the estimated area median family income. Adjustments are then made if this number is outside of formula constraints.

More specifically, the very low-income limit for a four-person family is calculated as follows:

(1) 50 percent of the area median family income is calculated and set as the tentative four-person family income limit;

(2) if it would otherwise be lower, the four-person income limit is increased to the amount at which 35 percent of the family's income equals 85 percent of the two-bedroom Section 8 Fair Market Rent.

(3) if it would otherwise be higher, the four-person income limit is reduced to the amount at which 30 percent of a four-person family's income equals 120 percent of the two-bedroom Fair Market Rent; and,

(4) in no instance may income limits be less than if based on the State nonmetropolitan median family income level.

The purpose of the second calculation is to adjust for areas where rental housing costs are unusually high in relation to the median income level. The third calculation makes a parallel adjustment to constrain income limits in areas where rental housing costs are unusually low relative to income levels. The fourth step supercedes the other provisions in situations where it applies.

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E: FLORIDA
ARED: 12-10-94

		PROGRAM	INCOME LIMITS 1 PERSON	2 PERSON	3 PERSON	4 PERSON	5 PERSON	6 PERSON	7 PERSON	8 PERSON
	: Daytona Beach, FL FY 1995 MEDIAN FAMILY INCOME: 33900	VERY LOW-INCOME	11850	13550	15250	16950	18300	19650	21000	22350
		LOW-INCOME	19000	21700	24400	27100	29300	31450	33650	35800
	: Fort Lauderdale, FL FY 1995 MEDIAN FAMILY INCOME: 43100	VERY LOW-INCOME	15100	17250	19400	21550	23250	25000	26700	28450
		LOW-INCOME	24150	27600	31050	34500	37250	40000	42750	45500
MSA	: Fort Myers-Cape Coral, FL FY 1995 MEDIAN FAMILY INCOME: 37500	VERY LOW-INCOME	13150	15000	16850	18750	20250	21750	23250	24750
		LOW-INCOME	21000	24000	27000	30000	32400	34800	37200	39600
MSA	: Fort Pierce-Port Lucie, FL FY 1995 MEDIAN FAMILY INCOME: 39300	VERY LOW-INCOME	13750	15700	17700	19650	21200	22800	24350	25950
		LOW-INCOME	22000	25150	28300	31450	33950	36450	39000	41500
MSA	: Fort Walton Beach, FL FY 1995 MEDIAN FAMILY INCOME: 36300	VERY LOW-INCOME	12700	14500	16350	18150	19600	21050	22500	23950
		LOW-INCOME	20350	23250	26150	29050	31350	33700	36000	38350
MSA	: Gainesville, FL FY 1995 MEDIAN FAMILY INCOME: 36300	VERY LOW-INCOME	12700	14500	16350	18150	19600	21050	22500	23950
		LOW-INCOME	20350	23250	26150	29050	31350	33700	36000	38350
MSA	: Jacksonville, FL FY 1995 MEDIAN FAMILY INCOME: 39400	VERY LOW-INCOME	13800	15750	17750	19700	21300	22850	24450	26000
		LOW-INCOME	22050	25200	28350	31500	34050	36550	39100	41600
MSA	: Lakeland-Winter Haven, FL FY 1995 MEDIAN FAMILY INCOME: 33100	VERY LOW-INCOME	11600	13250	14900	16550	17850	19200	20500	21850
		LOW-INCOME	18550	21200	23850	26500	28600	30700	32850	34950
MSA	: Melbourne-Titusville-Palm Bay, FY 1995 MEDIAN FAMILY INCOME: 41000	VERY LOW-INCOME	14350	16400	18450	20500	22150	23800	25400	27050
		LOW-INCOME	22950	26250	29500	32800	35400	38050	40650	43300
PMSA	: Miami, FL FY 1995 MEDIAN FAMILY INCOME: 35700	VERY LOW-INCOME	15600	17850	20050	22300	24100	25850	27650	29450
		LOW-INCOME	25000	28550	32100	35700	38550	41400	44250	47100
MSA	: Naples, FL FY 1995 MEDIAN FAMILY INCOME: 44700	VERY LOW-INCOME	15650	17900	20100	22350	24150	25950	27700	29500
		LOW-INCOME	25050	28600	32200	35750	38600	41500	44350	47200
MSA	: Ocala, FL FY 1995 MEDIAN FAMILY INCOME: 29700	VERY LOW-INCOME	10400	11900	13350	14850	16050	17250	18400	19600
		LOW-INCOME	16650	19000	21400	23750	25650	27550	29450	31350

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Appendix B

Mid-Year Parent Survey

Midyear Survey

The Miami Beach JCC Aleph Childcare and Preschool is conducting a mid-year survey. Please help us by filling out the following. The survey is anonymous, however, if you wish to sign your name, there is a place at the end. Thank you for your help!

1. I am: extremely satisfied **85%** with the quality of childcare at the MBJCC.
somewhat happy **8%**
not pleased

2. I feel that my child is: highly motivated **85%** academically at the MBJCC.
somewhat motivated **10%**
in need of more motivation

3. I feel that the level of communication to parents is: excellent **72%**
adequate **21%**
in need of improvement

4. I know what is going on in my child's class: all of the time **67%**
some of the time **13%**
rarely

5. What I like best about the program? (Parents circled multiple choices)

location	**72%**
price	**28%**
hours of operation	**59%**
level of childcare	**82%**
curriculum	**59%**
other----------	

6. Improvements that the program is in need of? Facility cited **26%** of the time

7. How would you describe this program to a friend or other person who asked about it? (Fill in a blank-no choices given)

Caring	**72%**	Staff Mentioned	**85%**
Great	**3%**	Curriculum	**30%**
Friendly	**30%**		

Thank you for your help.

_____Your Name (optional)

Of the 57 students (3 are sibling families), 39 parents responded to this survey. **72%** total response.
Where %'s do not add to 100%, parents did not fill out the entire survey.

Appendix C

Comparison Table of Jewish Content Early Childhood Programs

Comparison of Loca[redacted] Early Childhood Education Programs					
Practicum	**B.S.**	**L**	**M**	**H**	
7:45 am- 6 pm	8:30 am-5:30 pm	9 am- 5:30 pm	8:00 am-5:30 pm	8:00 am-4:00 pm	**Daily Hours**
	$294/9 am-11:30 am	$230/9 am-noon			**Monthly Fees**
$372/9 am-1 p.m.	$406/9 am-2 pm	$489/9am-3:30 pm	$360/9 am-3:30 pm		
$450/8 am-6 pm	$700/8:30am-5:30pm	$689/8:30am-5:30 pm	$590/8:30am-5:30pm	$499/8 am-4:00pm	
$25/day; 1-3 days/wk		add $395/yrly/lunch			
year round program/ smr camp activities	41 wk program/ camp $ structure separate 8 weeks	41 wk program/camp $structure separate 8 weeks	41 wk program/camp depends on need	39 wk program/ 6 wk camp $ structure separate	**Schl Yr Length** **Camp Info**
membrshp requrd	membrshp blt into tuition	no membrshp info given	non-member rates only	no membrship	**Membrshp Info**
closing June 11	**Changes: June 17** $575/mo 8 am-6pm yr-round program	**Changes:Sept.** 8am-6pm	**Changes: June 17** $510/mo 8am-6pm yr round if needed adding infant prgrm	**Changes: Sept.** extnd hrs if need	
					Schl Year length **Camp Info**
					Membrshp Info

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Appendix D

Comparison Table of Local Daycare Programs

Criterion/School	#1	#2	Practicum	#3
Ages of Kids	2 mos-5 yrs	6 wks-5 yrs	6 wks-5 yrs	3 mos-5 yrs
Membership	no reqrmnt	no	$250	no
Registration Fee	$125/1 time fee	$50	$75	$200
"Full Day" Hours	7:30-6 p.m.	7 a.m.-6 p.m.	8 a.m.- 6 p.m.	7:30-6
Yearly Cost of Schl	$4888-$4524	$4160-$3900	$4037/$3800	$4420/$3900
	inft-3yrs/4-5 yrs	inft-tdlr/2-5	inftrm/18m-5yr	int-2/2-5 yr
Length of Scl Year	52 wks	52 wks	40-42 wks	52 wks
Holiday Closures	Major U.S.	Major U.S.	Some U.S. &	6 yearly
	7-8 per year	7-8 per year	allJewish	

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Appendix E

Marketing Plan

December 11, 1995

Mrs. Nancy [redacted]
Chair
[redacted] Planning Committee

Dear Mrs. [redacted]:

As involved parents of the [redacted] Center ([redacted]) Pre-School, we have become aware that your Committee has been asked to consider and make recommendations to the [redacted] concerning the future existence of the [redacted]. We understand that there are many factors to be considered in making your recommendation and have every confidence that the final outcome will be based on the Committee's careful consideration of all the factors.

One factor which is close to our hearts is the [redacted] Childcare and Pre School program. We are writing to ask that you consider this program as part of your evaluation. So that you gain a better understanding of the valuable service the JCC provides to the [redacted] families of [redacted] we have prepared the following information about our program, of which some members of the Committee may not be aware:

- Why we are unique
- Composition of the students and families
- Tuition schedule
- Staff
- Sample Curriculum plan [redacted] - copy to Chairperson only

Many [redacted] families do not have other child care options. While some of us may have other options, we strongly believe that the [redacted] is the best option for us based on many factors. These factors include:

- The [redacted] offers [redacted] day school programming over the course of a full day. With hours of operation from 8 am - 6 pm, it is designed for the working family. 100% of our families work.
- The [redacted] offers attractive tuition, at a cost that is affordable for our working families.
- The [redacted] offers a multi-cultural, international environment. Our children have diverse backgrounds, exposing them to learning from other children from all over the world.
- The [redacted] offers a committed, loving, highly credentialed staff. Four of our students are children of our Director and two teachers.
- The [redacted] offers an outstanding [redacted] curriculum which promotes and enhances [redacted] continuity in the home and the community.

Our school has evolved into a cohesive unit, which is much like an extended family for many of us. The staff is dedicated and loving and have made the [redacted] a "home away from home" for our children. We know how much our children enjoy being part of this family when we go home at night. This peace of mind is critical for working parents. The families are loyal: 39 (excluding 9 infants) out of 57 children currently enrolled have been with us for more than a year and in 1994, 5 students graduated who had been with the program since they began as infants.

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[redacted]

If the facility in which the JCC - and the school - is currently housed should be closed down, for any reason, it is our hope that the [redacted] will help the [redacted] Childcare and Pre-School program to relocate intact into another less costly facility. Although the exact amount is difficult to calculate because current overhead expenses including the maintenance cost of other programs run out of this facility ([redacted]) are not broken down, our school program does produce a surplus of money. These dollars are currently being used to offset the cost of keeping the [redacted] Drive facility open. Depending upon how many students are enrolled, the surplus money is estimated to be between $23,000 - $40,000 annually. This money could help to pay for rent and associated maintenance and other overhead costs (including insurance) in another facility.

We appreciate this opportunity to present our program to you. Thank you for taking the time to get to know us better.

Sincerely,

[redacted]

Shelley [redacted] Betty [redacted] Carla [redacted]

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WHY WE ARE UNIQUE

- [redacted] is the **only program** on [redacted] offering a fully developed age appropriate preschool curriculum with **extended care hours.**
- [redacted] is the **only program** offering **extended hours** from 8 a.m. - 6 p.m. on [redacted] which is [redacted] **in content** and which **does not charge** students for the extended hours.
- [redacted] is a **flexible** program, allowing parents who may work varied schedules the opportunity to drop off their children throughout the day, including after lunch and in the late afternoon.
- [redacted] is **one of the very** few programs offering **infant care** the o[redacted] **content program** to do so on [redacted].
- The strict adherence to [redacted] **standards** and not sharing food at all in the infant room is a big draw to the traditional community.
- [redacted] is the **only** [redacted] **content preschool program** on [redacted] which is able to offer **federally funded subsidy** for families unable to pay tuition. We offer these subsidies under the guidelines issued by HUD which allows the enrollment of up to 51% low to moderate income families.
- [redacted] is **a diverse community center** in the truest sense; the school is comprised of [redacted] There are varied socio-economic groups represented as well.
- [redacted] is comprised of an **international student and parent body.** Countries represented other than the US include: France, England, Haiti, Israel, Brazil, Italy, Russia, Iran, Argentina and Cuba.
- The [redacted] offers an **international, multi-lingual staff** in order to best meet the needs of our students and families.
- The [redacted] is the **only** [redacted] **institution** offering childcare and preschool on [redacted] which is **open year-round at no extra charge.** Most programs close for all [redacted] holidays, as well as for the [redacted] county public school calendar (all American holidays plus 1-2 week breaks in the winter and the spring). These programs also close in between school and camp and then again between camp and school for 1-3 weeks. The year for other [redacted] content preschool programs is considered to be 39-41 weeks with 6-8 weeks of summer programming (49 weeks maximum total). With the exception of the religious days for [redacted] holidays and 7 American holidays, the program operates 5 days a week 52 weeks a year. This is **critical for working families.**

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COMPOSITION OF THE STUDENTS AND FAMILIES

There are 57 students currently enrolled in the [redacted] Childcare and Preschool Program. Following is a breakdown:

[redacted]

- 89% (51) [redacted]

Working Parents

- 87% (50) Full time working parent families
  - 75% (43) Dual working parent families
  - 12% (7) Single working parent families
- 12% (7) Dual parent household/1 working parent

Full/Part Time

- 79% (45) Full time children (8 a.m. - 6 p.m.)
- 21% (12) Part time children (both part day 5 days/week and full day 2-3 days/week)

Subsidized

- 17% (10) *CDBG (federally funded) subsidized children which brings children to full tuition status

Breakdown by Classroom

- 16% (9) Infants
- 23% (13) Toddlers
- 18% (10) Nursery
- 44% (25) Pre-K

4 families have expressed interest in enrolling in the Toddler program in January.

TUITION SCHEDULE

Full Time:

- 51% (29) Pay full tuition cost of $450/month
- 5% (3) Pay full tuition less 10% sibling discount ($405/month)
- 4% (2) Non CDBG eligible, pay $275/month
- 7% (4) Discounted tuition ($675 total) as employee benefit
- 12% (7) CDBG subsidized, full tuition of $450/month

Part Time:

- 7% (4) Pay full tuition cost of $338/month (8 am - 1 or 2 pm)
- 4% (2) Pay full tuition cost of $225/month (3 hrs/day, 3 days/week)
- 2% (1) Pay full tuition cost of $125/month (4:30 - 6 pm daily + pickup)
- 4% (2) Pay full tuition cost of $35/week in the infant room (10 hrs/wk @ $3.50/hr)
- 5% (3) CDBG subsidized, full tuition cost of $338/month (8 am - 1 or 2 pm)

*CDBG children are exempt from any other fees. Registration and membership fees are waived pursuant to federal law.

Children paying full tuition cost pay $100 registration fee plus membership ($300 family/$225 single parent family)

Appendix F

Flyer

THE [redacted] CHILD CARE CENTER
A UNIQUE PROGRAM
FOR CHILDREN OF WORKING PARENTS!!!

SERVICING THE COMMUNITY FOR THE PAST 9 YEARS WITH A PROUD TRADITION OF QUALITY CHILD CARE. AND EARLY CHILDHOOD EDUCATION FOR CHILDREN 6 WEEKS - 5 YEARS OLD.

[redacted]

WHEN CONSIDERING OUR PROGRAM:

- CONSIDER OUR PROGRAM'S MULTICULTURAL CURRICULUM CONTENT.
- CONSIDER THE [redacted] VALUES THAT WE TEACH.
- CONSIDER OUR LOW COSTS, EXTENDED HOURS AND SCHOLARSHIP AVAILABILITY.
- CONSIDER OUR HIGH QUALITY OF CARE.
- CONSIDER OUR YEAR ROUND AVAILABILITY.
- CONSIDER OUR INTERNATIONAL STUDENT BODY AND STAFF.
- CONSIDER THE WARM AND WONDERFUL "FAMILY" THAT WE ARE.
- CONSIDER THE ALEPH CHILDCARE CENTER FOR YOUR CHILD'S AND YOUR NEEDS!

4221 [redacted] DRIVE, [redacted]

[redacted]

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Appendix G

Author's Daily Journal

Journal for Practicum

January 2, day1
Began by talking with margie zeskind from caje. she is interested in getting the teacher info and will be happy to look at potential brochure/flyer.

meredith began to mock out a brochure; she read the paper to get the salient points.

tomorrow, I want to take pictures of teachers and put their bios onto bigger paper. I also will give them the self-test and tell them about the project.

January 3, day2:

talked to staff about the project. told them about taking pictures and doing bios. will take pictures tomorrw. gave them the self-test, told them about NAEYC-none of them knew about it.

herald came to do a story for the wish book. used much of the language from the practicum proposal. they contacted me because of the request I had placed with them back in sept. to be in the holiday wish book.

spoke with nancy z re: this program, what we can offer families.

January 4; day 3

Took pictures of some of the staff. the article was in the Herald. had numerous phone calls from people who want to volunteer to help with the painting.

January 5: day 4

spent the day thanking people for their offer of help; began to make the bulletin board for the staff part of the practicum. phone calls continue. have counted over 40

January 8: week 2

talked to 1st leadership source about the school program. apprised her of the unique aspects for the working parent family. (Susan N)

January 9: day 2

was told by the fed that the program will close in June. Made a flyer to have meeting with parents/federation for Thursday night. talked to Sheila S and Margie Z about the program. Gave them the statistics, teachers credentials, etc. (included in the marketing plan)

January 10: day 3

was approached by the Housing Authority, which is looking for a childcare program to come into its new state of the art facility which will be built in the next 2 years. there is a possibility that the program could be housed by the city in the interim while this is happening. I took the opportunity to talk a little to Peter R, the head of Human Resources for the Housing Authority and will tomorrow mail him our marketing plan information packet, including statistics, curriuculum information, etc.

January 11: day 4

meeting with the parents and fed regarding the closure of the school. many parents expressed the kinds of things we were looking for in the marketing plan: cost effectiveness, happiness with staff, needs being met, family-nature of it all. federation definitely was apprised of great parent satisfaction. the disparate costs of the other j programs and parent appreciativeness of our program may help the parents decide as a group to try to stay together.

January 12: day 5

the housing authority called and would like to meet with us on next Wednesday, January 17th. A copy of the marketing plan information packet was given to the head of the human resource department, Peter R

January 15th: day 1 week3- MLK birthday, no school

January 16th: day 2 week 3:

flyer finished; pictures of 1st child taken, Levi W, for "a day in the life". chose a child in the infant room since this is one the most unique aspects of the program; this is the only jewish run program on the entire beach which offers infant care. asked his mom to be willing to show the pictures. she is happy to and has access to community leaders.

January 17th: day 3 week 3:

asked staff to do spokes on the wheel exercise; to help me think who we can give flyer to. had talks with housing authority about the program; David N, Neil Mand Peter Rfrom the Housing Authority came in the am and Peter Rossi came back that eveing to our parent meeting. also parent meeting about the future of the school. found out a unique aspect of the progam that I was unaware of: most of the "daycare" programs do not offer a component outlet for parents to be friends. the fact that we offer programming and meeting times for parents is a big deal apparently. interesting difference between "daycare" and "pre-school"-I did not know, since my background is pre-school and I thought this is just a natural part of an early childhood program.

January 18th: day 4 week 3

took pictures of Tali R for "a day in the life". Chose a family who is considered to be a part of the religious community, since many of the services offered by us such as being very careful that the food brought in to the center adheres to guidelines observed by the religious are essential for these families. This is not well known to the community, and prior to moving to the north part of the city, another religious father had mentioned to me that we should definitely advertise this aspect of our program to potential families, since very few institutions apparently are mindful of this.

January 19th: day 5 week 3

took pictures of staff for bulletin board. this aspect is designed at this point to help keep up staff morale also. Meredith finished working on flyer. faxed it margie and sheila. margie thought it was too "cutesy" and suggested that we call use only the term "early childhood education and childcare program", not pre-school, which suggests that this is not really school at all. she also thought that there were too many pictures on the flyer.

January 22: day 1 week 4

Had flyer revised, sheila and margie like changes, had it run in 2 colors, cherry and yellow-both are cheerful colors which attract readers eyes. info from inga at sir speedy-don't use light blues, can be seen as depressive, neons are too flashy for this type of project.

January 23: day 2 week 4

Had lunch with Shirley, Director of Community Housing HUD, for the city. have developed a nice relationship with her over the last 3 years re: cdbg funding, which she is in charge of. she gave me some insight into the housing authority. program can not remain the same. bidding process exacting, federal guidelines to run new center. there may be $ for our program if federation is willing to try to retain jobs/school in some other fashion. has to do with low/mod status of teachers and job retention.

January 24: day 3 week 4
out sick

January 25: day 4 week 4
out sick

January 26: day 5 week 4
still sick, came to work anyway. finished taking staff pictures that were missed before flyers distributed. given to: synagogue which rents space at center, housing authority, margie and sheila, friendly neighborhood merchants, director ofchildren's bureau of affairs for city. as long as we disclose that this program is being closed, bruce (in charge of shutting us down) said that we can continue to recruit students.

January 29: day1 week 5
realized that my position now needs to be helping organize families into other places, since no other options are apparent. need to make other schools aware of our parent needs, look for their accomodation. made a meeting to talk with rowena at, plan to talk with judy at, lori at I, alida at.

January 30: day 2 week 5
met with david h, principal of n. elem. talked to him about what he can offer our pk families. also, to apprise him that we are closing. he has limitations, both space and govt. regs., however, was exttremely nice and can meet most of our needs, location, hours, price. he cannot offer extra days; when school is closed, it's closed. no camp for those younger than 5. spoke with my verifier, stuart. gave him a copy of the flyer, told him of school closing, what's happening, etc. told him of the role of breaking up the school, acting as a liason and advocate for the families. he agreed on this course of action.

January 31: day 3 week 5
met rowena. went over our specific needs with her. had prepared a letter from shelley outlining our unique characteristics and needs of parents. was met with many promises and agreement to the needs. cost to be higher, $50/mo. will greatly extend hours for us-from current 2 pm to 6 pm. will offer a "gap" program to pick up days that wanted us to have parents come to them on feb. 12 at 7:30; this is one of our parent problems, no childcare at night; difficult to get out. they agreed to come to us instead, at 5:30 on the 12th. we will offer extended childcare is necessary and dinner for children.

February 1: day 4 week 5

spoke at length with judy p at m. she will pick up our students at the same cost they are at now. will extend program hours. she agreed to consider taking our babies. up til this time, none of the institutions had offered to pick up the infant component. very happy to have this possibility. put in call to alida.

February 2: day 5 week 5

met with gary b from mar about the possibility of still retaining summer camp at our site. he would get all profit. we would still be mostly intact. gave him last summer's budget. gave him a copy of the marketing plan as well as flyers in case there are some people in nmb needing us til june or so

February 5: day 1 week 6

made and distributed flyer for parents to come to meeting with b for the 12th. put up pictures of teachers and used info from marketing plan to make a blurb about each one under pictures. highlighted credentials of all of the staff. noticed parents stopping to look and read as well as staff.

February 6: day 2 week 6

did a form of the spokes on the wheel exercise. had flyer made for parents to tell us which schools they felt most likely to enroll their children in so that we will be able to concentrate efforts of making their needs known to the varying programs.

February 7: day 3 week 6

spoke with f about scholarship needs of families. how to assess for new institutions.

February 8: day 4 week 6

requested letter from f for staff that was promise originally by bruce letting potential schools know that this program is being shut for $ reasons, not quality of school. had originally requested 2-1.

February 9: day 5 week 6

have logged more than 10 telephone calls from parents interested in the program. many will hinge on our ability to place families once we move.

February 12: day 1 week 7

met with b. changed price structure to $575. other offers seem to remain-open 8-6, pick up "gap" days. these are the biggest parent concerns. no mention of further scholarships. well-attended by parents

February 13: day 2 week 7

arranged for judy p from m to visit on feb. 21.

February 14: day 3 week 7

spoke with alida. she will apprise h officials of our needs. found out that they had begun offering infant care last year for staff only and will be made open to the public.

February 15: day 4 week 7

asked staff to make sure parents have finished filling in flyer showing which schools they are interested in so that we can be sure to help contact needed leadership. spoke with l from l. they will come on Thursday, feb 22.

February 16: day 5 week 7

spoke with alicia , to see if we can transfer cdbg scholarships to the various institutions that families will be attending. no-cdbg may be willing to move the $ to one of the 3 daycare centers that they currently work with and find places for our children in them. (none of these are the early childhood centers that we have been working with). 1 parent has expressed interest in one of these so it will help.

February 19: day 1 week 8

Presidents day-no business done.

February 20: day 2 week 8

pictures from "a day in the life" arranged and made into posters and books (posters for school, booklets for parents to show). some parents still interested in us keeping the program intact, even scaled down. looked at property that may be for rent very inexpensively in the neighborhood. could be useful, need to explore further.

February 21: day 3 week 8

visited by m. did not give exact $ amounts however promise to be close or the same as parents pay now. will open anew program for the babies, will extend to 6 pm. did not address the "gap" days yet other than offering to look into babysitting. will pick up from the day our program closes.

February 22: day 4 week 8

l canceled, conflict with meeting in another county. will reschedule asap. has agrees to be open til 6 pm no conversation re: prices, calendar. met with small parent group re: property in neighborhood, possibility of continuing school at that location, modifications that would need to be made, etc.

February 23: day 5 week 8

h academy cannot offer extended calendar, price structure changes, however, will open for babies and extended hours if enough request. must begin to move parents along-not many are really making moves to leave. finally got letter about school closing. came from joy on our letterhead, she did put her office telephone number to be contacted at for purposes of reference to potential job offers.

February 26: day 1 week 9

would like to relook at neighborhood property, call into martha at b

February 27, day 2 week 9

cdbg $ can only to other schools that city deals with now,not follow the children. all but 2 of the cdbg families have already decided what they're doing with their children anyway. saw bl with shelley and jon. they liked the space. I do too. would become a more blended school age-wise. a good concept.

February 28, day 3 week 9

spoke to dr. m. he told me specifics of using bl. none seem to be in conflict with our needs. met with jon , shelley and ron albert to look at the numbers. they are too close for comfort. missing 1 or 2 children would definitely put us in a scary position, 4-5 insolvent.

February 29, day 4 week 9

have continued to try toreach gary and david at mar to see if they want to do camp here or not. was faxed a budget from them after we gave them ours from last year. they showed profit,however, left out very significant items such as insurance. have message into them to call me re: my budget comments, andneed to move on this if they want to run it.

March 1, day 5 week 9

spoke with david. will get back to me within 48 hours with decsion of some sort for camp. parents keep asking. also, have begun telling parents that the little house is not viable at this point; they must begin to register at other schools or they may get left completely out.

March 4, day 1 week 10

meredith made flyer for me with names/tel #'s of all 5 schools that we contacted ontheir behalf. also, if they need other schools, we will call them if parents want us to. b set a deadline of march 12 for registration for parents. big problem, since it is so much more $ and financial aid has not yet been decided. have calls into enid, allen, shelley regarding this.

March 5, day 2 week 10

spoke with allen, who will handle financial aid. he will try to get fin/ass. forms to us asap, however, scholarship decisions will not be made until mid-may. this does not coincide with b's registration. am telling parents to register anyway and to see about refund for deposits if no assistance or not enough is offered.

March 6, day 3 week 10

spoke with rowena. deadline for registering has been extended until march 18. she said deposits would be refundable, however, I do not want to be responsible for quoting their policy and am telling parents to visit directly and get information from there. Made flyer about the deadline. spoke with gary. camp does not seem viable at this time since bruce has never given gary any numbers about using the jcc space. time is running out and we must push parents to register into programs.

March 7, day 4 week 10

mamie made appointment to see judy p at m. will arrange to cover her class so she can go during the day. spoke to bruce about giving the baby cribs to m or selling them at very nominal cost. bruce said to get a

comparision on the open market will call star is born consignment and also castilla cubana for comparisons.

March 8, day 5 week 10

spoke to rosanne about andi's status, the need to have her green card status picked up if we cannot get her final hearing moved back. lisa enfield does not think we can. bruce was supposed tohave spoken with gary at mar about this, but has not so far. have call in to gary about it.

Appendix H

Newspaper Article

LOCAL

The Herald

SECTION I
THURSDAY,
JANUARY 4, 1996

Fix-up artists needed

You gave money; now could you spare some time?

By [redacted]
Herald Staff Writer

The children speak English, learn Spanish and sing in Hebrew at the [redacted] in [redacted] Their day is rich and colorful — their walls are not.

The nonprofit [redacted] doesn't have the money to paint classrooms or the paint-chipped main door. "There's a crying need — it's not bright and cheerful as the children deserve," said Judith Rose, the center's director.

Wish Book
FACES OF NEED

She asked The Herald's Holiday Wish Book for help. With readers contributing more than $155,000 this year for 250 families and groups in need, The Herald has the money for the paint. But the center needs painters to volunteer to supervise about 20 parents who are willing to donate their time.

Other Wish Book nominees need volunteers to help them paint and make repairs.

Little things could make a big difference: World War II veteran [redacted] 73, of [redacted] is in a wheelchair and needs a ramp for his front door. He and his wife [redacted] care for two mentally disabled daughters at home, said W[redacted] a veteran's service specialist for [redacted] County.

"His wife, with their children, tries to lift up the

PLEASE SEE **WISH BOOK, 3B**

JEFFERY A. SALTER / Her

TV TIME [redacted] cartoon at the [redacted] Center, which could us

Designing and Implement

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ıild-care center, families need

ıod gave money; now can you spare some time?

WISH BOOK, *FROM* 1B

wheelchair to get him in and out," Wilson said.

In [redacted] also needs disabled ramps as she has been struggling for four years to maintain her independence while in a wheelchair.

"She goes to dialysis and physical therapy, and they have to pick up the wheelchair to get her out, and my mom is not a light lady," her daughter [redacted] "I'm so afraid she is going to fall down and break her hip."

Since 1982, The Herald has published a Holiday Wish Book to help our needy neighbors. In 13 holiday seasons, Herald readers have contributed more than $1.7 million in cash and donations of furniture, clothes and toys. This year, with hundreds of readers contributing, The Herald has been able to help more than 160 families.

Some of those nominated, though, need more than money. They need volunteers.

The [redacted] Child Care Center, a [redacted] beneficiary, would like to paint murals and brightly colored walls — with some help of experts.

About half the center's children are from struggling families who receive some government subsidies for the child care. Many of the children spend most of their waking hours at the center during the week so their parents can work.

"Some of the children are here from 8 a.m. to 6 p.m.," said teacher [redacted] "It's like another home for them. That's why we worry about what the school looks like. We want the school to look nice. It will help create an environment for the children to be happy."

HOW TO HELP

■ **To volunteer** to help supervise the painting of the [redacted] Child Care Center, call director Judith Rose [redacted] between 8 a.m. and 5 p.m., Monday through Friday, or [redacted] t the The Herald at [redacted] between 10 a.m. and 4 p.m., Monday through Friday.

■ **To help build** ramps for the disabled or to help repair homes of needy people; [redacted]

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Appendix I

Parent Choices of Alternate Early Childhood Programs

Parent Choices for the Children

1	School 1 (Adding Hours, extra days, special price)	16	30%
2	School 2 (Adding All of Above + babies)	7	13%
3	School 4 (Adding Extended Hours)	7	13%
4	School 5 (Adding Extended Hours)	5	10%
			66%
5	Schools not solicited by Funding Agency	9	17%
7	Children Graduating into Kindergarten	9	17%
		53	100%

Appendix J

Financial Assistance Form

Name of Early Childhood Program/School interested in:

APPLICATION FOR TUITION ASSISTANCE

APPLICATION FILE NUMBER_____

Note: This Application will not be considered unless all questions are answered. If any information is found to be false or misleading, this Application will be rejected. In addition to this Application, the following items must be furnished.

- INDIVIDUAL INCOME TAX RETURN (I.R.S. Form 1040) for the past two (2) years including all schedules, W-2's (received from employers), 1099's (received from banks, brokerages, etc.), and K-1's (received from small business corporations, trusts, and investment partnerships). 1994 and 1995
- SIGNED I.R.S. FORM 4506 (attached) with social security numbers furnished.
- CORPORATE INCOME TAX RETURNS (I.R.S. Forms 1120 or 1120-S) for the past two (2) years.
- END-OF-YEAR BANK and/or BROKERAGE STATEMENTS for all accounts for the past two (2) years.
- FLORIDA INTANGIBLE TAX RETURNS for the past two (2) years.
- ANY FINANCIAL STATEMENTS RECENTLY SUBMITTED TO MORTGAGE COMPANIES OR BANKS.

FAMILY INFORMATION

NAME_____

ADDRESS_____

PHONE# WORK_____HOME_____MOBILE_____BEEPER_____

SOCIAL SECURITY # FATHER_____ MOTHER_____

OCCUPATION(S): FATHER_____ MOTHER_____

NAME OF EMPLOYER(S): FATHER_____ MOTHER_____

DO YOU OWN A FINANCIAL INTEREST IN THE COMPANY? YES NO

CERTIFICATION and AUTHORIZATION for FINANCIAL DISCLOSURE

I certify that all of the financial information submitted on this application form is accurate, and that I will inform of any change in status which may occur during the year.

I hereby authorize to make such credit inquiries as it deems necessary. I hereby direct any and all employers, banks, credit card companies, and credit reporting agencies to release any and all financial information, records, reports and documentation to without limitation, until this authorization is revoked in writing by the undersigned. SIGNED

_____ _____

FATHER date MOTHER date

INSERT THE FOLLOWING INFORMATION AS TAKEN FROM THE REGISTRATION FORM:

CHILD(CHILDREN) ENROLLED IN PROGRAMS	FULL AMOUNT OF TUITION & FEES
PROGRAM/CAMP: _____	_____
PROGRAM/CAMP: _____	_____
PROGRAM/CAMP: _____	_____
TOTAL AMOUNT OF FULL TUITION & FEES	_____

- TOTAL AMOUNT YOU FEEL THAT YOU ARE ABLE TO PAY: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS AS THEY APPLY TO YOUR SITUATION:

OTHER CHILDREN

	AGE	NAME OF SCHOOL	TUITION & FEES
CHILD_____	____	_____	_____
CHILD_____	____	_____	_____
CHILD_____	____	_____	_____

TOTAL AMOUNT PAID FOR OTHER EDUCATION: _____

ARE YOU A SINGLE PARENT? YES NO

IF YES, HOW MUCH ALIMONY OR CHILD SUPPORT ARE YOU RECEIVING PER YEAR? _____

ARE YOU SUPPORTED BY ANYONE? YES NO

IF YES, HOW MUCH OUTSIDE SUPPORT ARE YOU RECEIVING PER YEAR? _____

ARE YOU PROVIDING SUPPORT TO A PARENT OR TO A FORMER SPOUSE? YES NO

IF YES, HOW MUCH SUPPORT ARE YOU PAYING EACH YEAR? _____

DO YOU HAVE A MAID, HOUSEKEEPER, OR LIVE-IN HELP? YES NO

HOW LONG AND FOR WHAT PURPOSE DID YOU LAST LEAVE [redacted]

PLEASE DISCLOSE ANY SPECIAL MEDICAL EXPENSES OR LIABILITIES:

PLEASE DISCLOSE ANY OTHER UNUSUAL FINANCIAL CIRCUMSTANCES:

PLEASE ATTACH ADDITIONAL SCHEDULES IF YOU NEED ADDITIONAL ROOM FOR ANY RESPONSE

PLEASE PROVIDE THE FOLLOWING FINANCIAL INFORMATION:

CATEGORY:	**AMOUNT:**
ASSETS:	
CASH ON HAND	_____
CASH IN BANKS & BROKERAGE ACCOUNTS	
NAME & ACCOUNT #_____	_____
NAME & ACCOUNT #_____	_____
STOCKS/BONDS/MUTUAL FUNDS/NOTES	_____
_____	_____
_____	
PENSION & IRA ACCOUNTS (DESCRIBE)	_____
REAL ESTATE:	
PERSONAL RESIDENCE	_____
VACATION RESIDENCE	_____
OTHER PROPERTY (DESCRIBE)	_____
AUTOMOBILES:	
#1 MAKE/MODEL/YEAR_____	_____
#2 MAKE/MODEL/YEAR_____	_____
PERSONAL PROPERTY:	
FURNITURE & OTHER HOME CONTENTS	_____
JEWELRY	_____
CASH VALUE OF LIFE INSURANCE POLICIES	_____
OTHER ASSETS:	_____
TOTAL ASSETS:	_____
LIABILITIES: (provide: name of lender, account#, balance & minimum payment)	
MORTGAGE LOANS	_____
HOME EQUITY LOANS	_____
AUTO LOANS	_____
INSTALLMENT LOANS	_____
CREDIT CARD BALANCES:	
VISA ACCOUNT #_____	_____
MASTERCARD ACCOUNT #_____	_____
OTHER(NAME & ACCOUNT #)_____	_____
_____	_____
UNPAID JUDGEMENTS OR LIENS (PROVIDE DETAILS)	_____
TOTAL LIABILITIES:	_____
NET WORTH (ASSETS minus LIABILITIES).....	_____

PLEASE ATTACH ADDITIONAL SCHEDULES IF YOU NEED ADDITIONAL ROOM FOR ANY RESPONSE

ANNUAL FAMILY INCOME:

WAGES/SALARY - FATHER
WAGES/SALARY - MOTHER
SELF EMPLOYMENT INCOME
INTEREST & DIVIDEND INCOME
DISABILITY INCOME
PENSION BENEFITS
NET RENTAL INCOME
ALIMONY RECEIVED
CHILD SUPPORT RECEIVED
INCOME FROM INSURANCE BENEFITS
OTHER MISC. INCOME
TOTAL INCOME:

MONTHLY FAMILY EXPENSES:

RENT PAYMENT
MORTGAGE PAYMENTS (PRINCIPAL, INTEREST, TAXES, & INSURANCE)
REAL ESTATE TAXES (IF PAID SEPARATELY and NOT INCLUDED IN MORTGAGE PAYMENT)
ALIMONY PAID OUT
CHILD SUPPORT PAID OUT
AUTO PAYMENT - LOAN OR LEASE PAYMENT
CREDIT CARD or INSTALLMENT LOAN PAYMENTS
AUTO EXPENSES (GAS, INSURANCE, & REPAIRS)
UTILITIES
TELEPHONE
HOME REPAIRS & MAINTENANCE
FOOD & SUPPLIES
INSURANCE - HEALTH

INSURANCE - AUTO
INSURANCE - LIFE & DISABILITY
CLOTHING
MAID, HOUSEKEEPER OR NANNY
MEDICAL & DENTAL
SYNAGOGUE DUES
DONATIONS
POOL CARE
ENTERTAINMENT & VACATIONS
GROOMING, MANICURE & COSMETICS
CABLE TELEVISION
PET EXPENSES
OTHER (DETAIL)
OTHER (DETAIL)
OTHER (DETAIL)
OTHER (DETAIL)
TOTAL MONTHLY EXPENSES:

89

Form **4506**
(Rev. August 1992)
Department of the Treasury
Internal Revenue Service

Request for Copy of Tax Form

▶ **Please read instructions before completing this form.**

▶ **Please type or print clearly.**

OMB No. 1545-0429
Expires 6-30-95

Note: *Do not use this form to get* ***tax account information.*** *Instead, see instructions below.*

1a Your name shown on tax form	1b Your social security number or employer identification number. (See instructions.)
2a If a joint return, spouse's name shown on tax form	2b Spouse's social security number

3 Current name and address (including apt., room, or suite no.)

4 If copy of form is to be mailed to someone else, show the third party's name and address. (See instructions.)

5 If we cannot find a record of your tax form and you want the payment refunded to the third party, check here . . . . . ▶ ☐

6 If name in third party's records differs from line 1a above, show name here. (See instructions.)

7 Check the box to show what you want:

a ☐ Copy of tax form and all attachments (including Form(s) W-2, schedules, or other forms). The charge is $4.25 for each period requested.
Note: *If these copies must be certified for court or administrative proceedings, see instructions and check here* . . . . . ▶ ☐

b ☐ Copy of Form(s) W-2 only. There is no charge for this. See instructions for when Form W-2 is available.

8 Tax form number (Form 1040, 1040A, 941, etc.)	10 Amount due for copy of tax form:
	a Cost for each period . . . . . $ 4.25
	b Number of tax periods requested on line 9 . . . . .
9 Tax period(s) (year or period ended date). If more than four, see instructions.	c Total cost. Multiply line 10a by line 10b. . . . . $

Full payment must accompany your request. Make check or money order payable to "Internal Revenue Service."

Please Sign Here

Signature. See instructions. If other than taxpayer, attach authorization document. — Date

Title (if line 1a above is a corporation, partnership, estate, or trust)

Telephone number of requester
( )

Convenient time for us to call

Instructions

Purpose of Form.—Use Form 4506 only to get a copy of a tax form or Form W-2. But if you need a copy of your Form(s) W-2 for social security purposes only, do not use this form. Instead, contact your local Social Security Administration office.

Do not use this form to request Forms 1099. Copies of Forms 1099 are not available from the IRS. If you need a copy of a 1099 form, contact the payer. Also, **do not use** this form to request tax account information.

Note: *If you had your tax form filled in by a paid preparer, check first to see if you can get a copy from the preparer. This may save you both time and money.*

Please allow at least 45 days for delivery. To avoid any delay, be sure to furnish all the information asked for on this form. You must allow 6 weeks processing time after a tax form is filed before requesting a copy.

Tax Account Information Only.—A listing of certain tax account information is available free of charge if you write or visit an IRS office or call the IRS toll-free number listed in your telephone directory.

Generally, tax account information is needed when students applying for financial aid are required to give the college a copy of their tax form. The school may, however, accept tax account information provided by the IRS instead. If so, the following information will be sent upon request:

- Name and social security number.
- Type of return filed.
- Filing status.
- Tax shown on return.
- Adjusted gross income.
- Taxable income.
- Self-employment tax.
- Number of exemptions.
- Amount of refund.
- Amount of earned income credit.

Mortgage Revenue Bonds.—States issuing mortgage revenue bonds are required to verify that the mortgage applicant did not own a home during the 3 previous years. As part of this verification, the mortgage lender may want proof that you did not claim interest or real estate tax deductions for a residence on your tax return. If you have a copy of your tax return, or if it was filled out by a paid preparer and you can get a copy, the mortgage lender can accept your signed copy.

If you filed Form 1040A or 1040EZ, you can request tax account information to help satisfy the verification requirement. To do this, **do not complete** this form. Instead, contact your local IRS office for this information.

If you filed Form 1040, you may have to get a copy of it to verify that you did not claim any itemized deductions for a residence. To get a copy, **complete** Form 4506 and write "Mortgage Revenue Bond" across the top.

Line 1b.—Enter your employer identification number **only** if you are requesting a copy of a business tax form. Otherwise, enter your social security number shown on the tax form.

(Continued on back)

30
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